

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Hall High School West Hartford School District

860-232-4561 • <http://hall.whps.org>

School Information

Grade Range 9-12
Enrollment 1,490

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	736	49.4	49.2
Male	754	50.6	50.8
American Indian or Alaska Native	*	*	0.1
Asian	173	11.6	11.3
Black or African American	101	6.8	8.0
Hispanic or Latino	228	15.3	18.6
Pacific Islander	*	*	0.1
Two or More Races	72	4.8	4.7
White	912	61.2	57.1
English Language Learners	44	3.0	5.8
Eligible for Free or Reduced-Price Meals	242	16.2	21.2
Students with Disabilities ¹	171	11.5	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	65	8.9	20	2.7
Male	46	6.1	59	7.8
Black or African American	8	8.2	15	15.0
Hispanic or Latino	27	11.8	28	12.1
White	57	6.2	27	2.9
English Language Learners	12	26.1	9	19.1
Eligible for Free or Reduced-Price Meals	49	15.6	42	12.7
Students with Disabilities	27	16.1	27	15.1
School	111	7.5	79	5.3
District		6.2		4.0

Number of students in 2016-17 qualified as truant under state statute: 8

Number of school-based arrests: 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	87.8
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	19.0
Administrators, Coordinators and Department Chairs	
School Level	7.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.3
Counselors, Social Workers and School Psychologists	11.7
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	2.9	2.0
Black or African American	4	2.9	2.4
Hispanic or Latino	5	3.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	124	90.5	92.0

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.3	8.1

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	924
Half/Extended Day Kindergarten	N/A

School Hours for Students

Start Time	07:30 AM
End Time	02:15 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	*	26	89.7
Hispanic or Latino	36	61.0	39	92.9
White	203	84.2	205	94.9
English Language Learners	7	*	*	*
Eligible for Free or Reduced-Price Meals	55	70.5	70	89.7
Students with Disabilities	24	75.0	37	88.1
School	295	80.6	330	94.3
District		76.4		91.5

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	17	51.5
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	40	70.2
Other Health Impairment	32	68.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	96	56.1
District		65.3

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	31	74.0	31	75.6
Black or African American	17	*	17	*
Hispanic or Latino	48	59.5	48	56.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	17	*	17	*
White	234	76.5	234	72.5
English Language Learners	11	*	11	*
Non-English Language Learners	336	74.2	336	70.8
Eligible for Free or Reduced-Price Meals	69	62.3	69	60.2
Not Eligible for Free or Reduced-Price Meals	278	75.9	278	72.4
Students with Disabilities	28	51.4	28	48.5
Students without Disabilities	319	75.1	319	71.9
High Needs	92	60.5	92	57.8
Non-High Needs	255	77.8	255	74.4
School	347	73.2	347	70.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	73.5	339	73.5
Curl Up	N/A	N/A	N/A	76.7	339	76.7
Push Up	N/A	N/A	N/A	74.0	339	74.0
Mile Run/PACER	N/A	N/A	N/A	64.9	339	64.9
All Tests - School	N/A	N/A	N/A	45.1	339	45.1
All Tests - District	60.5	56.4	54.8	37.2		52.4

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	31	93.5
Hispanic or Latino	52	96.2
English Language Learners	17	*
Eligible for Free or Reduced-Price Meals	70	95.7
Students with Disabilities	47	89.4
School	367	97.8
District		93.2

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	261	71.3
Male	98.6	250	71.4
Black or African American	95.7	16	34.8
Hispanic or Latino	99.0	49	48.5
White	98.2	364	79.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.8	77	49.4
Students with Disabilities	82.4	8	10.8
School	97.9	511	71.4
District	96.4		65.2

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	81.0	96.8
Male	82.6	89.8
Black or African American	82.1	88.5
Hispanic or Latino	57.7	75.7
White	86.7	96.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.2	78.0
Students with Disabilities	62.8	81.6
School	81.9	93.4
District	79.8	93.6

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.2	75	97.6	100	97.6	67.6
	High Needs Students	60.5	75	80.7	100	80.7	57.5
Math Performance Index	All Students	70.0	75	93.3	100	93.3	62.7
	High Needs Students	57.8	75	77.1	100	77.1	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	7.5%	<=5%	45.0	50	90.1	10.7%
	High Needs Students	15.2%	<=5%	29.7	50	59.3	16.6%
Preparation for CCR	% Taking Courses	87.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	71.4%	75%	47.6	50	95.2	44.8%
On-track to High School Graduation		93.4%	94%	49.7	50	99.4	87.5%
4-year Graduation All Students (2017 Cohort)		97.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		94.0%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		81.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.4% 45.1%	75%	30.1	50	60.2	96.6% 50.1%
Arts Access		52.3%	60%	43.6	50	87.2	51.2%
Accountability Index				944.4	1050	89.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.5	14.5	15.6	
Math Performance Index Gap	74.4	57.8	16.5	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	94.0%	0.0%	9.1%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.8
	High Needs Students	95.3
Math	All Students	97.8
	High Needs Students	95.3
Science	All Students	98.6
	High Needs Students	97.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.